

After-School Programming for Migrant and EL Students: Two MI Models

Special Populations Conference
September 22 & 23, 2014

Migrant STEM Afterschool Program Kent City Elementary

Presented by:

Barbara Berry, EL Teacher, barbara.berry@kentcityschools.org

William Lepech, Title 1C Grant Administrator,

will.lepech@kentcityschools.org, Kent City Community Schools

Purpose:

To expand and enhance experience in the target language for English Learners with the intention of closing the achievement gap between them and their native English-speaking peers.



Kent City Improvements, Last Year to This Year

2013-2014

- ☐ 2 days per week, 3:00 – 4:15 p.m.
- ☐ November-March with parent night finale
- ☐ 62 Students, 3 teachers and 1 aid for Kindergarten (largest class)
- ☐ Migrant & ELL
- ☐ Curriculum choice guided by teacher and student input
- ☐ 1 Field Trip to Engineering Days
- ☐ Snacks & bus provided

2014-2015



- ☐ Add Middle School program
- ☐ Migrant students only during first session, September 16-November 11, with parent night finale
- ☐ ELL second session January 27 - March 26, 2015
- ☐ STEM Focus with Discovering STEM Kits from Grand Valley State University
- ☐ <https://www.gvsu.edu/rmsc/discoverin-g-stem-kits-landing-page-18.htm>
- ☐ Address areas of need as found in MEAP gap analysis
- ☐ Guest presenters rather than field trip
- ☐ Bus and snack provided

Timeline: August

- ☐ Meet with building administration to initialize arrangements and communication.
- ☐ Make initial arrangements with food service staff and transportation department.
- ☐ Set schedule, analyze data, and determine curriculum and assessment.
- ☐ Reserve necessary rooms, materials, equipment and technology.
- ☐ Recruit teachers and hold initial meeting.
- ☐ Send invitations with recruiters to migrant camps and place in school offices to be given at enrollment. Include permission to attend and for field trips, ask allergy, health, and bus information, give program dates and times.

Timeline: September

- ☐ Recruit students.
- ☐ Send home introductory letter to parents.
- ☐ Communicate with teachers as to which students will be staying after school.
- ☐ Give bus garage lists of students with addresses for routing and keep them updated. Color code bus tags with students' names and addresses so even kindergarten students get on the right bus and arrive safely at home. Give your cell phone number to bus drivers to speed communication.
- ☐ Begin formulating plan for culminating event. Ensure that any demonstrations or activities are culturally sensitive and appropriate for monolingual parents, if possible.
- ☐ Troubleshoot specific student or teacher glitches.

Timeline: October & November

October:

- ☐ Meet with teachers to address needs and gain input.
- ☐ Send home a parent update with the date and time of the finale and contact information in case of concerns.
- ☐ Interim Assessment

November:

- ☐ Send home additional note updating parents and inviting to finale.
- ☐ Advise that students will stay after school until parents pick them up at the finale.
- ☐ Conduct student and parent surveys the day of the culminating event.
- ☐ Conduct culminating event with refreshments.
- ☐ After the event, meet with teachers and administrators for debriefing to inform improvements for next session.

El Club de los Bucaneros:

An after-school, remediation program for
PFS migrant students

Presented by: Michelle D Mattson
mmattson@hart.k12.mi.us
Migrant Education Program Coordinator
Hart Public Schools



What is el Club de los Bucaneros?

The Club de los Bucaneros is an after-school, academic remediation program for all kindergarten migrant students and Priority for Service Migrant students grades 1-12*.

**expanded from grades 1-4 to include grades 5-12 for SY14-15*



The **objective** of the program is to help close the achievement gaps between migrant and non-migrant students in reading, writing, math, and English language acquisition through participation in educational games, focused reading & math interventions, educational software and hands-on activities. All activities are in English but with support in Spanish as needed.



How do parents get notified?

- When MEP students enroll in school they are assessed to determine if they are PFS.
- Parents of qualifying students are notified by a personal phone call and then sent a letter and permission slip which needs to be returned for acceptance into the program.



Notifying parents.....

- ☐ If we haven't heard back from a PFS student's parent then follow-up phone calls are made until we communicate with parents and get student enrolled in Bucaneros.



A Typical Day in the Bucaneros Program



Spring 2014 Bucaneros finale included a field trip to A Storybook Village in nearby Pentwater where students used puppets to tell stories and shared the books they had written.

Daily Schedule

Tuesdays, Wednesday, Thursdays

3:10 – 3:30 **Snack** (Includes bathroom use and
cleaning up after snack)

3:30 – 3:35 Break out into centers

3:35 – 4:40 **Center Time**



Daily Schedule

Kinder Center Time:

Center 1: Math – manipulative /game

Center 2: Literacy – letter sounds/ initial letters/segmenting

Center 3: Literacy - phonograms

Center 4: 20 min Imagine Learning



Daily Schedule

1st – 4th Grade Centers

Center 1: Math Games

Center 2: Dreambox Math online

Center 3: Language/Writing - Writing books

Center 4: Imagine Learning in Computer Lab



Daily Schedule

4:45 -5:00 – Recess/Free Time (Have students help clean up before going out)

- 2 teachers to work on clean-up inside.
- 2-3 teachers outside to supervise.

5:00 – 5:10 Get Ready for Home -Bathroom Breaks & Pack-Up/Lineup For Bus



Issues to Consider

Offering Homework Help

- If homework help is to be part of the program, consider the following:
 - Grade span in the group and number of classes represented
 - Ratio of students to adults/tutors
 - Breadth of subject areas to be covered
- Method of communication and expectations of classroom teachers

Motivation

- Keep motivation in mind. Activities should be engaging and purposeful.



Issues to Consider

Proof of Efficacy

- ☐ Determine target skills.
- ☐ Pre and posttests, or performance indicators?
- ☐ Assessment time consumption – how can assessment be accomplished without costing too much lost learning/teaching time?

Technology

- ☐ Many English Learner students don't have the same level of access or experience with the Internet beyond school as peers, so technology use can address that need.
- ☐ Use of iPads or computers requires prior preparation and specific objectives.
- ☐ Use of learning apps can enable increased repetition of targeted learning activities such as phonemic awareness or math practice.
- ☐ Technology equipment sharing and use should be included in planning to ensure that the needs of different classes do not overlap and disrupt learning.

Issues to Consider



Beware of Overload

- ❑ Remember that teachers and students have already been in school for six to seven hours before the program begins.
- ❑ We found that students check out about two weeks before a break.
- ❑ Teachers' feel that their capacity diminishes when class size becomes too large.

Volunteers

- ❑ Come in varying ability levels.
- ❑ Teenagers require specific guidelines and direct expectations.
- ❑ Commitment may be lacking, so may not meet expectations.
- ❑ Unpaid volunteer lists need to be refreshed frequently.

Issues to Consider



Transportation

- ❑ Communication is vital. The first weeks are crucial to operational success.
- ❑ Color coding nametags and buses, including students' name and address to which they will go make, and knowing who goes to which babysitter can prevent crises.
- ❑ Advise transportation of any canceled classes early so that drivers are in the loop. This includes parent-teacher conference nights, inclement weather, or the finale if you are keeping students until the program.
- ❑ Consult and consider busing needs when planning field trips.

Time

- ❑ Goals and objectives should be suited to the amount of time available in the program.
- ❑ Fifteen minutes should be sufficient for snacks and five to seven minutes for preparation for departure.
- ❑ Field trips are difficult to accomplish without pulling students from regular daytime instruction.

Changes for SY 14- 15 Bucaneros

- Days of operation -- Monday thru Thursday;
- Expanding to include PFS students in grades 5-12;
- Secondary component to focus on math & algebra I two days/week and ELA two days/week;
- NPFS siblings in grades 1-8 will have option of participating in Project Focus



Additional Improvements & Considerations for SY 14-15

- Individual learning targets for all kids;
- Data driven instruction/remediation;
- Smart goals for each content area;
- Coordination with Project Focus (21st Century Grant);
- More coordination with A Storybook Village to enhance writing.



Feedback

Parent Positives

- ☐ “Está muy bien el programa.” This program is very good.
- ☐ “Mi niña aprendió mucho mas.” My daughter learned much more.
- ☐ “I love the program.”
- ☐ “Me gusta que mi hijo es más amigable. Ya no es tan timido.” “I like that my child is more amicable. Now he/she is not so timid.”

Student Favorites

- ☐ Readers' Theater
- ☐ Computers and iPads
- ☐ Crafts such as making models of the solar system, blood, lungs, diagraming the skeleton
- ☐ Games

Questions?

